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AUTHOR Pascale, Pietro J.
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ABSTRACT

The High School Survey on Drugs was developed to assess the drug attitudes of and usage by high school students. The survey was designed to determine drug usage in a specific geopolitical area and to determine drug education program needs. The questionnaire is easily administered to groups of students. There are three types of questions associated with each of thirteen classes of drugs--prevalence, frequency of usage, and perception of harmfulness. The instrument is designed to assess group, rather than individual status. The 72 item instrument is included in the document. (DWH)

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A HIGH SCHOOL SURVEY QUESTIONNAIRE OF DRUG ATTITUDES AND USAGE

Pietro J. Pascale, Ed.D.
Youngstown State University

Fred E. Trucksis, Executive Director
Chemical Awareness and Counseling Center

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ABSTRACT

The purpose of this paper is to describe an instrument assessing drug attitudes and usage at the high school level. This high school survey questionnaire has been successfully administered in several large scale surveys and has been useful in designing drug education programs.

The three major concerns of any assessment tool or instrument are validity, reliability, and ease of administration. The purpose of this paper is to introduce an instrument to assess drug use at the high school level, High School Survey on Drugs.

Validity

From a face validity perspective, the instrument appears to contain questions that people experienced in the drug movement would expect to find on such an instrument. From a representational or content validity perspective, the instrument contains the thirteen classes of drugs used by the National Institute of Drug Abuse in their national data gathering efforts (Johnston et al. 1982). There are three types of questions associated with each of these thirteen classes of drugs - prevalence, frequency of usage, and perception of harmfulness. From a concurrent validity perspective, several items are remarkably similar to questionnaire items which have been used with an interview format and which were in the public domain.

Another indication of validity is the degree to which any instrument can match its stated purposes. The purposes of this instrument are to determine drug usage in a given geopolitical area and to determine drug education program needs. Both purposes have been met with considerable degree of success as evidenced by the ease with which many drug education programs have been designed using a substantial amount of the data gathered. For example, Pascale and Trucksis (1983) found significant sex differences in attitudes towards drugs with females perceiving all thirteen classes of drug as more harmful. Also, student responses have indicated a preference (interpreted as a need) for drug education beginning in 4 - 6 grades. Both of these findings are being articulated into a differentiated program plan.

Reliability

A test-retest procedure was used to develop an index of reliability. With a sample size of 55, a reliability coefficient of .88 was attained ($r = .88$, $df = 54$, $p < .001$). Since the purpose of administering the instrument is to assess group and not individual status, the magnitude of the correlation

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coefficient is remarkably high for analyses of group responses.

Ease of Administration

This instrument has been used in three large scale surveys comprising nearly fifty schools both public and private with no complaints as to difficulty of administration. In fact, high school administrators have commented on the relative ease of administration indicating the short amount of time needed for group administration (usually 15-18 minutes), lack of any serious student complaints, and the absence of any ambiguous wording which would require interrupting clarifying explanations to students.

Another utility feature of the High School Survey on Drugs is that student responses can be put on computer tape or disk and stay within an 80 column field. Admittedly, this parsimonious use of data storage is a minor feature except when very large numbers of students are polled and minicomputers and some mainframes would be reaching their limit.

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HIGH SCHOOL SURVEY

THE PURPOSE OF THIS SURVEY IS TO DETERMINE THE EXTENT OF DRUG USAGE IN TRUMBULL COUNTY. THIS INFORMATION WILL BE USED TO HELP US EVALUATE THE NEEDS IN THIS AREA.

YOUR ANSWERS WILL BE ANONYMOUS AND STRICTLY CONFIDENTIAL. DO NOT SIGN YOUR NAME. THERE WILL THEN BE NO WAY YOUR ANSWERS CAN BE IDENTIFIED. WE ARE INTERESTED IN GROUP DATA. PLEASE CIRCLE DIGIT ONLY.

---

1. Grade
   1. ninth
   2. tenth
   3. eleventh
   4. twelfth

2. School_____

3. Sex
   1. Male
   2. Female

4. Age_____

5. What grades do you mostly get in school?
   1. A's
   2. B's
   3. C's
   4. D's
   5. F's

6. Do you work?
   1. Full time
   2. Part time
   3. Do not work

7. How many school activities are you involved in? (i.e. sports, clubs, etc.)
   1. None
   2. 1-2
   3. 3-4
   4. 5 or more

8. How many of your friends regularly use alcohol?
   1. None
   2. Some
   3. Most
   4. All

9. How many of your friends regularly use drugs?
   1. None
   2. Some
   3. Most
   4. All

10. What percent of your class needs help with their use of alcohol?
    1. 1-2%
    2. 3-5%
    3. 6-10%
    4. 11-20%
    5. 21-30%
    6. 31-50%
    7. Over 50%

11. What percent of your class needs help with their use of drugs?
    1. 1-2%
    2. 3-5%
    3. 6-10%
    4. 11-20%
    5. 21-30%
    6. 31-50%
    7. Over 50%

12. Does anyone in your immediate family have a drug/alcohol problem?
    1. Yes 2. No 3. Does not apply

13. Do you have a mother who has a drug problem?
    1. Yes 2. No 3. Does not apply

14. Do you have a father who has a drug problem?
    1. Yes 2. No 3. Does not apply

15. Do you have a brother who has a drug problem?
    1. Yes 2. No 3. Does not apply

16. Do you have a sister who has a drug problem?
    1. Yes 2. No 3. Does not apply

17. Has drug use been a problem in your life?
    1. Yes 2. No 3. Does not apply

18. At what age did you first experiment with alcohol? _____
    1. Does not apply

19. At what age did you first experiment with drugs? _____
    1. Does not apply

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Following is a list of drugs. After each drug, please indicate if you have used that drug; how often you use it (D=daily, W=weekly, M=monthly, O=occasionally, E=experimented); and if you think this drug is dangerous or not. Please circle digit only

		USED				FREQUENCY						DANGEROUS		
		YES	NO	QUIT		D	W	M	O	E		YES		NO
20.	Coffee	1	2	3	33.	1	2	3	4	5	46.	1		2
21.	Aspirin	1	2	3	34.	1	2	3	4	5	47.	1		2
22.	Cigarettes	1	2	3	35.	1	2	3	4	5	48.	1		2
23.	Alcohol (beer, wine, hard liquor)	1	2	3	36.	1	2	3	4	5	49.	1		2
24.	Marijuana (grass, weed, hashish)	1	2	3	37.	1	2	3	4	5	50.	1		2
25.	Hallucinogens (LSD, acid)	1	2	3	38.	1	2	3	4	5	51.	1		2
26.	Phencyclidine (THC, T, PCP, angel dust)	1	2	3	39.	1	2	3	4	5	52.	1		2
27.	Inhalents (glue, aerosals)	1	2	3	40.	1	2	3	4	5	53.	1		2
28.	Cocaine	1	2	3	41.	1	2	3	4	5	54.	1		2
29.	Amphetamines (pep pills, speed, diet pills)	1	2	3	42.	1	2	3	4	5	55.	1		2
30.	Barbiturates (downers, sleeping pills, reds)	1	2	3	43.	1	2	3	4	5	56.	1		2
31.	Tranquilizers, Sopors, Quaaludes	1	2	3	44.	1	2	3	4	5	57.	1		2
32.	Narcotics (heroin, codeine, Percodan)	1	2	3	45.	1	2	3	4	5	58.	1		2

59. If you use/have used drugs, what is/was your reason? 1. Does not apply

	YES	NO	
60.	1	2	Bored
61.	1	2	Recreation
62.	1	2	Everyone does it
63.	1	2	Curiosity
64.	1	2	Lonely
65.	1	2	Insight
66.	1	2	Relaxation
67.	1	2	Rebel against authority
68.	1	2	Other (please specify)

THANK YOU FOR YOUR COOPERATION!

69. Do you see a drug problem in the elementary grades?
1. Yes 2. No

70. Does your school have a drug/alcohol education program?
1. Yes 2. No

71. Does your school need a drug/alcohol education program?
1. Yes 2. No

72. What is the best grade to teach students about drugs/alcohol?
1. Kindergarten
2. Grades 1-3
3. Grades 4-6
4. Grades 7-8
5. Grades 9-10
6. Grades 11-12

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